

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

703 KAR 5:060, Interim Accountability Model, and the Concordance Model

Applicable Statute or Regulation:

KRS 158.6453, 703 KAR 5:060

History/Background:

Existing Policy. As the Kentucky Board of Education (KBE) has discussed the many changes to the state assessment and accountability program during the last eighteen months, an important consideration has been how to best link the new and old assessment and accountability programs so that schools and districts may continue their focus on reaching proficiency in 2014. The complex conversations regarding a linking process are summarized below.

November 2006	After consultation with the National Technical Advisory Panel on Assessment and Accountability (NTAPAA), staff introduced proposed revisions to 703 KAR 5:060. The revisions allowed for a similar statistical or regression model to link the assessment and accountability system ending in 2006 with the new system beginning in 2007.
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December 2006	NTAPAA requested additional time to analyze changes and develop a linking plan. Staff recommended that 703 KAR 5:060 be removed from the regulatory revision process.
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February and March 2006	NTAPAA concluded that the differences between the new and the old assessments are substantial enough to preclude a successful equating of the new assessment scale to the old scale.
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NTAPAA recognized, however, that there are a number of reasons why it is desirable to make comparisons between results of the old and new assessments (tracking trends, and identifying schools that have or have not met state and federal accountability targets).

NTAPAA considered primarily two options to link the new and old systems; both approaches would assume some level of growth statewide from the last year of the old system to the first year of the new system.

1. A regression approach similar to the one that was used for the last major revision of the assessment and accountability system; and
2. Construction of concordance tables that relate performance on different tests of the same general content using the equipercentile method.

April 2007

Staff presented to the Kentucky Board of Education NTAPAA's recommendation that a concordance table approach be used to link the old and new systems.

After reviewing Kentucky's growth in performance from 1999, NTAPAA recommended that a set amount of growth from 2006 to 2007 be assumed based on the growth trend observed from 1999 through 2006.

Concordance tables would be developed for each school level (elementary, middle and high).

The Kentucky Board of Education approved NTAPAA's recommendation.

September 2007

Schools received results from the Commonwealth Accountability Testing System (CATS) that applied the concordance tables. Schools received two Accountability Index values—Adjusted and Nonadjusted. The Adjusted Accountability Index was generated from the concordance table and provided the link to 2006. The Nonadjusted Accountability Index connects to the future with the actual 2007 scores on the new CATS.

October 2007

Staff reported CATS results and the concerns expressed by educators and stakeholders regarding the use of concordance tables until 2014. Four important considerations were highlighted for KBE.

1. Concordance tables use a school's score and the rank order (percentiles) of the score within a grade span (elementary, middle and high).
2. Rank order (percentiles) uses a bell shaped curve for distribution—which means adjusted scores are dependent on how other schools in the state score.
3. Since 1991-1992, schools have been judged against their own performance with the exception of moving from KIRIS to CATS (regression model).
4. Concordance is better than a regression model, but like a regression model, it has three main concerns:
 - It is confusing;
 - It provides an estimate; and

- It uses rank order meaning a school's final index is dependent on how other schools score.

Policy Issue(s):

In October 2007, staff recommended that concordance tables should be used only for the two-year biennium (2006-2007 and 2007-2008) to bridge old and new CATS. Starting in the 2008-2009 and 2009-2010 biennium, districts and schools would receive new Growth Charts with goal and assistance lines based on their actual Nonadjusted scores on new CATS in 2007 and 2008.

The KBE agreed to move forward on this recommendation. Thus, staff brings forward proposed revisions to 703 KAR 5:060 for KBE's review.

Regulation 703 KAR 5:060 was originally promulgated in 1998 to establish an interim accountability model to link Kentucky's assessment systems after significant change occurred during the move from the Kentucky Instructional Results Information System (KIRIS) to the Commonwealth Accountability Testing System (CATS). Proposed revisions use concordance as a bridge.

References for proposed revisions by broad category are listed below. Any other proposed changes (underlining of new language; bracketing and strikethroughs of deleted language) found in the attached regulation but not discussed in this staff note are technical/format in nature (but not substantive).

Dates of Implementation and Statistical Concordance

Implementation of an Interim Accountability Model using the concordance to bridge new and old CATS is 2006-2007 and 2007-2008.

- Page 1, line 11
- Page 2, lines 1, 4, 5, 9-11, 14

Deletion of Language

Definitions are deleted from 703 KAR 5:060 and added when appropriate to 703 KAR 5:001, Assessment and accountability definitions.

- Page 1, lines 14-20

Language Changes to Align to new CATS

The use of graduation rate at high school that incorporates retention and dropout and multiple components for the alternate assessment program are reflected.

- Page 2, lines 20 and 21
- Page 3, lines 4-6, 8-11, and 21

Addition of novice reduction criteria is made.

- Page 2, line 12

End of primary is added to grade 3.

- Page 3, line 16

Deletion of Unnecessary Language

Language that no longer was applicable or adequately covered in other regulations is deleted.

- Page 2, lines 6-7 and 17-18
- Page 3, lines 22-23
- Page 4, lines 1-7, 11-23
- Page 5, lines 1-23

Staff seeks KBE guidance on the revisions to 703 KAR 5:060 during the first review with a target of KBE action to approve the revisions at the February 2008 KBE meeting.

Impact on Getting to Proficiency:

The national experts serving on NTAPAA have offered in the concordance process the best and most reasonable option to move Kentucky through the changes in the assessment and accountability system and keep the focus rightly on the progress toward proficiency.

By establishing a relationship between the new and old systems, the concordance methodology allows school and district baselines for CATS to remain intact during a two-year bridge. School, district and state performance can be related to the new baselines from 2006-2007 and 2007-2008 and to new growth charts generated in school year 2008-2009 that will reflect new goal and assistance lines.

New growth charts will remove the confusion of two Accountability Index values being reported and, most importantly, return to the philosophy that the progress of schools and districts are judged against their own performance.

Groups Consulted and Brief Summary of Responses:

School Curriculum, Assessment and Accountability Council (SCAAC) and the Local Superintendents Advisory Council (LSAC) comments will be reported at the December meeting.

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Date:

December 2007